DOCUMENT RESUME

ED 031 216 JC 690 252

By-Lien, David A.

The Role of the Administrator of Vocational Education in the Single College Junior College District.

Pub Date 7 Dec 68

Note-27p.; Seminar paper

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors-Administrative Personnel, *Administrator Responsibility, *Administrator Role, *Junior Colleges, *Vocational Directors

The purpose of this paper was to define the role of the administrator of vocational education in the single-college junior college district. Comparisons were made among the definitions provided in the pertinent literature, the job descriptions given by several colleges, and the interpretation of their role as seen by a sample of vocational administrators. While agreement was found between the literature and the job descriptions (probably as a result of the latter evolving from the former), neither reflected accurately what vocational administrators were actually doing. It was concluded that the problem of finding a clear definition of the role of the administrator of vocational education is still unsolved. [Not available in hard copy due to marginal legibility of original document.] (MB)

ED031216.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE ROLE OF THE ADMINISTRATOR OF VOCATIONAL EDUCATION IN THE SINGLE COLLEGE JUNIOR COLLEGE DISTRICT

Prepared for

Dr. B. Lamar Johnson

Seminar: Administration of Higher Education
Education 470C
U.C.L.A.

---

by

David A. Lien

December 7, 1968

JC 690 252

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 12 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

TABLE OF CONTENTS

TOPIC	PAGE
PURPOSE OF THE PAPER	1
THE ROLE OF THE VOCATIONAL ADMINISTRATOR AS DEFINED BY THE LITERATURE	2
THE ROLE OF THE VOCATIONAL ADMINISTRATOR AS DEFINED BY HIS JOB DESCRIPTION	8
THE ROLE OF THE VOCATIONAL ADMINISTRATOR AS HE SAYS IT IS . .	10
SUMMARY	13
FOOTNOTES	14
BIBLIOGRAPHY	15
APPENDIX	18

PURPOSE OF THE PAPER

The purpose of this paper is to try and define more clearly the role of the administrator of vocational education in the single college junior college district. He may have the title "dean", "director", "supervisor", or "coordinator", but his function is to manage and administer the program of occupational education which is extant in his school.

An examination of the standard texts on the junior college, as an institution, and texts on administration of schools, in general, reveals a very short supply of information on just what this position is supposed to be and what the man who fills the position is supposed to do. Whereas, there is bountiful information on how to be a superintendent, or a dean of instruction, or dean of student affairs, virtually no information on the dean of occupational education is part of the standard descriptive text in the areas. It may be that this position is not regarded as significant enough for thorough consideration by writers in the field, but the increasing trend towards giving dean status to the man in charge of vocational education would seem to indicate the importance of the position in the junior college. It is with this as background that this paper is written.

THE ROLE OF THE VOCATIONAL ADMINISTRATOR AS DEFINED BY THE LITERATURE

The American Vocational Association, in its booklet "Administration of Vocational Education at the State and Local Levels", makes the following observations about local level vocational administration.

> Many more communities can justify the appointment of a director of vocational education with defined authority over the entire vocational program.[1]

A review of the California Community Colleges Directory of College Personnel Designated with the Across-the-Board Responsibilities for Vocational Education[2] shows that in California 51 of its junior colleges have given total vocational responsibility to one man. Most of those schools which have not done so are in the more rural areas and/or are schools with relatively small enrollments, although there are notable exceptions in some metropolitan areas. The "contact person" at schools which do not have concentrated vocational responsibility is often simply the dean of instruction, whose qualifications to administer vocational programs are unknown.

The American Vocational Association booklet continues:

> The local administrator of vocational education should occupy a top-level position in the school system. It is essential that . . . . he be granted authority commensurate with his responsibility . . . . It is not his title which is important, but his place in the structure of local administration. The person selected to direct vocational education services should be given the rank and salary that are commensurate with the difficulties and importance of his functions.
>
> If the local administrator of vocational education is subordinate to officials possessing little knowledge or understanding of vocations and only casual interest in this phase

of education, it invariably tends to stifle a good program of occupational training and prevents it from achieving its maximum benefits to the community. To protect the vitality of vocational education, it is recommended that the director occupy a position at the top policy forming administrative level.

All persons who are placed in positions of authority in the vocational program of the school system should have a background of experience in the vocational field. Possession of some administrative ability does not in itself equip an educator to direct a vocational program. He must have specific knowledge of the physical and pedigogical requirements of vocational education as well as an awareness of the special educational significance of vocational training.

The local administrator and other vocational personnel should be qualified by training and experience in vocational education.[1]

Wilbur F. Parker summarizes the problem in this way:

> The chief administrator responsible for policy and operation of the technical education program regardless of title should occupy a position at the top echelon of administration: it is essential that his authority be commensurate with assigned responsibilities. Although his title is helpful to his success, his place in the structure of the organization is even more important.
>
> Any occupational program directed by an administrator at the third or fourth staff level in the organization has been predetermined by the president to be a secondary or tertiary function of the college. In this event, both the program administrator and the technical faculty will soon "learn their place" . . . .[7]

Arthur M. Jensen, writing in the November 1965 Junior College Journal, says:

> One of the best ways to give equal status to the technical and vocational program is to provide it with high-quality leadership. The director (in a multi-campus district) should have a doctorate, practical work experience, and be at a level equal to the director of instruction for the district. On the individual campuses, the dean of technical and vocational education (or dean of applied arts) should be at the same level as the dean of academic studies.[8]

If this seems to be statement and elaboration of the obvious, it should be noted that many outside vocational education do not find the above to be intuitively obvious. Confidential discussions with

deans of instruction bring forth a plethora of reasons why the position of dean of instruction should not be threatened by the existence of a dean of occupational education. Some deans of instruction seem not to understand the multi-purpose role of the community college or simply give lip service to the comprehensive school concept.

Two of the seven vocational administrators interviewed for this paper stated that they had been in situations where the administrator of vocational education had been hired simply as a token gesture, so the school could indeed say it was giving adequate attention to the educational needs of the two-thirds of the entering freshmen who neither graduate nor matriculate to other schools. Upon assuming the job, these directors were made to understand that a "feet on the desk" posture was what was desired, and the "little Harvard" concept of the junior college came to the surface.

It is revealing and important to understand that the background of most junior college administrators is teaching and administering secondary education, and most come into their new administrative posts with little or no understanding of the role of the community college in today's educational scheme. As Koos points out in his Junior College Journal article in April 1958, most newcomers on the junior college scene "have had no opportunity for systematic consideration in a course of the institution in which they are at work."[3] The implications for vocational education in the school and the role of its administrator of occupational education are obvious; for if the college sees vocational education as a stepchild and its administrator

as a "staff specialist" rather than an equal level administrative partner, vocational education may become of secondary importance.

A doctoral dissertation by Marvin R. Fielding titled Directors of Vocational-Technical Education in the Public Junior Colleges of the United States (University of Missouri, 1966), which polled the Nation's vocational directors and their chief administrative officers, yields the following information germain to this discussion:

There is general agreement by two-thirds of the chief administrative officers and three-fourths of the directors that the directors should report at the first administrative level. As of 1966 over 60 per cent of the directors nationwide reported directly to the school's chief administrative officer.

Eighty-one per cent of the directors held a master's degree with 15 per cent holding a doctorate. Three-fourths devoted full time to the administration of vocational education.

In curriculum their main duties were: (1) working with advisory committees, (2) maintaining industrial contacts, and (3) acting as consultant in new program development.

In pupil personnel services their most important activity was the recruiting of students.

In the category of staff it was: (1) teacher recruitment, (2) teacher orientation, and (3) teacher supervision and evaluation.

In the area of community relations the most important activity was speaking to lay and professional groups.

Two-thirds of the chief administrative officers felt that a

master's degree was the required prerequisite for the job, with one-third feeling a doctorate was desirable. They felt the undergraduate major should be in either: (1) industrial education, (2) engineering, or (3) vocational-technical education, in that order. Roughly the same percentages held for the desired graduate major.

Both chief administrators and directors agreed that there needed to be heavy graduate concentration in the organization, administration and supervision of vocational-technical education, and in curriculum construction in that field. They also universally agreed that extensive and intensive work experience in business or industry was of prime importance in preparing for the director's job, and experience in the field of education was of secondary importance. The importance of the man having lived and worked in and being able to empathize with the real world was stressed.

The dissertation concludes that the role of the director will increase in importance as more colleges accept the community college concept with all that its dual role implies, and that with a third of the present directors over 50 years of age the opportunities in this area will be abundant.[4]

A pertinent article by Lewis and Kaufman discusses the problems of the role of vocational administrator and reasons for these problems:

> . . . . One seems to be the relatively low position of authority which the director of vocational-technical education usually occupies in the school system. The director's position limits him in three ways. The first is that his time is consumed in the day-to-day running of his programs. The operational matters cannot be postponed and, consequently, there is little time left for considering the new and the different. Second, coupled with this limitation, is the director's lack of an adequate staff.

There is no one who can be given not only the assignment but also the free time necessary for the development and implementation of new approaches. The third limitation of the director's position is his limited influence on the overall policy of the school system. Decisions relevant to vocational education are often made by school boards and superintendents composed primarily of people from academic backgrounds. Too often such people have limited appreciation and understanding of the possibilities of vocational education. The necessary resources for adaption and change are not provided.

Not all the blame, however, can be assigned to the position of vocational education in the school hierarchy. Interviews with employers and union officials revealed that few of them have had any contact with vocational education. Only a handful have actively participated in any program, even an activity as minor as career day. But, on the other hand, those few who have been actively involved were generally most positive in their attitudes towards vocational education.[5]

THE ROLE OF THE VOCATIONAL ADMINISTRATOR

AS DEFINED BY HIS JOB DESCRIPTION

In the Appendix are found job descriptions as taken from college administrative handbooks at four Southern California junior colleges. Areas of responsibility, which are common to all four, are to:

1. Work with advisory committees.
2. Develop appropriate curricula.
3. Supervise preparation of necessary vocational proposals and follow up reports.
4. Integrate activities with the college curriculum committee.
5. Keep in touch with the local employment and other agencies who will be aware of local manpower needs.
6. Assist in selection of new occupational faculty.
7. Assist in promoting the general vocational program of the college.
8. Participate in local apprenticeship programs as required.

Several areas stand out as being <u>unique</u> to one or more of the institutions.

1. Assume full administrative responsibility for all aspects of the college during the evening hours as assigned.
2. Maintain a listing and arrange for substitute instructors.
3. Read, review, and disseminate to the occupational-technical faculty research materials in their fields.
4. Assist faculty members approved for the department in meeting certification requirements of the Vocational Division of the University of California, in cooperation with the State Department of Education.
5. Assist the dean of extended day, as needed . . . .
6. Conduct research on the determination of skill and technical requirements, changes in technology and requirements for job placement that may affect instructional programs in cooperation with department chairmen and deans.
7. Assist in the preparation of brochures . . . .
8. Conduct and prepare educational surveys . . . .
9. Participate in State-wide vocational education planning with State and Federal agencies.

It may be that not all these functions are unique to one

institution, but that some functions are implied and not specifically stated. Others, such as running the complete evening program, must certainly be regarded as unique. These job descriptions are sometimes written by the chief administrative officer of the institution, but often as not they are written by the vocational director himself upon the request of someone else.

It seems clear, even from this small sample of four actual job descriptions, that there is no universality of opinion as to what the job should be. If this wide a disparity of opinion exists within a 50-mile radius in a highly concentrated urbanized area, one can imagine how wide the disparity might be Nation-wide. The message seems quite clear; <u>there is no standard job description for the administrator of vocational education</u>.

THE ROLE OF THE VOCATIONAL ADMINISTRATOR

AS HE SAYS IT IS

Interviewees respond differently to a written questionnaire (as that used for the previously quoted doctoral dissertation) than they do when they are interviewed personally. When they take from one and one-half to two hours from their busy schedule to comment on the question "But what do you REALLY do for a living", the barrier of surface superficiality is penetrated and the real facts come to the top. What follows is generalized paraphrasing of the most pointed of the many comments made by seven Southern California administrators of occupational education. Each was interviewed separately.

College A

Writing Federal projects takes up over half of my time.

I chair all of the school's advisory committees, and that takes up a good number of the year's evenings.

I spend a lot of time making speeches to community groups and public relations in general, and it seems to have paid off in improved community image of our programs.

College B

Vocational education gets its full share of glory at this school. The president backs it fully.

It is a waste of time to labor at a school where there is not top level support for vocational education, since no matter how hard you work on programs, until the basic attitude is changed, no real progress can be made.

We furnish chicken eggs and Thanksgiving turkeys at cost to the faculty and staff from our school farm, and it, no doubt, has a beneficial effect on our image.

College C

The title a school gives its vocational administrator is an indication of its commitment to vocational education. Historically, the title has changed from coordinator, to director, and now virtually all of the California administrators have the title of dean or assistant dean.

College D

The current trend is to give the title of dean to administrators of single college districts, with the title of director to the person coordinating vocational education in a multi-campus district.

College E

My biggest problem is the lack of understanding of occupational education by other deans and administrators. They see it all as just another giveaway program.

Much of my time is spent in the supervision and orientation of new faculty and, if they don't work out, easing them out of the system into more suitable employment.

College F

About half of my time is taken up with Federal projects, and the other half with new facility construction.

The easiest part of my job is working with Federal vocational people. The hardest part is working with regional level State vocational people.

College G

I delegate much of my work to the divisional level. As much as possible of that remaining goes to my secretary and to the business office for handling. No proposals are written by me, but I review and edit them all before submission.

I am concerned with programs, not courses.

The best administration consists of removing teachers' obstacles and getting out of their way, letting them do their job.

A major concern is trying to get vocational students involved in general campus activities. Everything that is to be learned here is not taught by teachers.

I'm trying to get away from this heavy emphasis on trade and industry and work more with the general concept of preparation for gainful employment per Vocational Education Act 1963 and 1968.[6]

There was one area where all administrators of vocational education agreed. . . . there was very little if any guidance from their superiors in terms of what the job should in fact REALLY be. Most men had job descriptions, but these were just for the record. The actual job seemed to be molded around the individual and not around a group of tasks to be performed. This then may not be so different from other aspects of administration and management. The job makes the man, but no two men appeared to operate in anywhere near the same way.

SUMMARY

In this paper we have compared the role of the vocational administrator as defined by the literature, as defined by the schools by way of their job descriptions, and lastly, as enunciated by the men doing the job. In general, the literature and the job descriptions are in concurrence, probably because the job descriptions were written with the literature in mind. The actual jobs being done, however, did not bear a great resemblance to either the literature or the job descriptions.

What then <u>is</u> the Role of the Administrator of Vocational Education in the Single College Junior College District? Which of the three sources of job definition should we believe? Perhaps the truth lies in a yet undefined mixture of the three sources. It may be as is said in industrial management, "If you don't have a gut feel for the job to start with, you'll never really understand it."

FOOTNOTES

FOOTNOTES

[1]American Vocational Association, "Administration of Vocational Education at State and Local Levels."

[2]The California Community Colleges Bureau of Vocational-Technical Education, 1968-1969. Directory, By College, of Personnel Designated with Across-the-Board Responsibilities for Vocational Education or as the Contact Person for Vocational Education.

[3]Leonard V. Koos, "Junior College Teachers: Background of Experience," Junior College Journal, 18:457-469, April, 1958.

[4]Marvin R. Fielding, Directors of Vocational-Technical Education in the Public Junior Colleges of the United States, Doctoral Dissertation at the University of Missouri, 1966.

[5]Morgan V. Lewis and Jacob J. Kaufman, The Role of the Secondary Schools in the Preparation of Youth for Work. Institute for Research on Human Resources, The Pennsylvania State University, 1966.

[6]In accordance with the agreements made during the interviews, to protect the anonymity of the participants, colleges have not been identified by name. The letter identification scheme used in the Appendix does not necessarily correspond with that used in the body of the paper.

[7]F. Parker Wilbur, Occupational Education and Administration, ED014 294 ERIC P.20.

[8]Arthur M. Jensen, "Urban Community Colleges Go Multicampus", Junior College Journal, November 1965.

BIBLIOGRAPHY

BIBLIOGRAPHY

Barlow, Melvin L. History of Industrial Education in the United States. Peoria: Chas. A. Bennett Co., Inc., 1967.

Barlow, Melvin L. Vocational Education. The Sixty-fourth Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1965.

Blocker, Clyde E., Robert H. Plummer, and Robert C. Richardson, Jr. The Two Year College: Social Synthesis. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1965.

Medsker, Leland L. The Junior College: Progress and Prospect. New York: McGraw-Hill Book Company, 1960.

Notes and Working Papers Concerning the Administration of Programs Authorized Under Vocational Education Act of 1963, Public Law 88-210, As Amended. U.S. Government Printing Office, 1968.

Robertson, Von H. Guidelines for the Seventies. 1967 Yearbook of the American Vocational Association. Chicago: American Technical Society.

Thornton, James W., Jr. The Community Junior College. New York: John Wiley and Sons, Inc., 1966.

Tuckman, Bruce W. Review and Synthesis of Research in Trade and Industrial Education. Columbus: The Center for Research and Leadership Development in Vocational and Technical Education, 1966.

Venn, Grant. Man, Education and Work. Washington, D.C.: American Council on Education, 1964.

APPENDIX

MAJOR DUTIES AND RESPONSIBILITIES OF

DEAN OF VOCATIONAL AND TECHNICAL EDUCATION

a. Assume overall direction and coordination of vocational and technical education programs.

b. Stimulate, organize and develop vocational and technical programs in response to educational and community needs in cooperation with Deans and Department Chairmen.

c. Provide leadership in the development of long-range district master planning for vocational-technical education.

d. Serve as the Technical-Vocational representative on the College curriculum committee.

e. Be responsible for the preparation of necessary reports in connection with state and federal projects and reimbursements.

f. Assume responsibility, in collaboration with department deans and chairmen, for the initiation, review and preparation of applications and reports for state and federal project proposals.

g. Provide leadership and generate continuous study of courses, teaching methods, and content in order to carry on a continuing program of improvement of vocational curricula.

h. Stimulate the generation of new ideas for the expansion, modernization, and development of new vocational programs, and design appropriate funding projects.

i. Maintain liaison with the State Department of Education and appropriate federal offices, and prepare and submit all necessary reports and correspondence pertaining to vocational-technical education to those agencies.

j. Assist in the development of community and industrial contacts on behalf of the vocational and technical education programs.

k. Conduct research on the determination of skill and technical requirements, changes in technology, and requirements for job placement that may affect instructional programs in cooperation with department chairmen and deans.

l. Serve as advisor in curriculum and program matters to all vocational departments and assist in the development of course materials and instructional guides.

m. Assist in the preparation of brochures and other public relations materials.

n. Conduct and prepare educational surveys as required by vocational and technical areas.

o. Participate in statewide vocational education planning with state and federal agencies.

p. Assist with the organization and functioning of advisory committees in relation to new and current vocational and technical programs.

q. Serve as an ex-officio member of all occupational advisory committees including EAC, JAC, and TAC committees.

r. Supervise manpower development and training programs, including preparation of proposals and training plans, preparation of reports and liaison with state and federal offices.

s. Help coordinate the functions and activities of the several departments engaged in vocational and occupational-preparatory programs and stimulate interdepartmental cooperative efforts.

t. Perform any other duties as may be delegated by the Vice President, Instruction.

COORDINATOR OF INDUSTRIAL AND TECHNICAL EDUCATION

The duties and responsibilities of the Coordinator of Industrial and Technical Education are determined by a mutual agreement between the Bureau of Industrial Education, California State Department of Education and the Administration and Board of Trustees of the College. The general plans and policies for duties and responsibilities are outlined in the Interim California Plan for Vocational Education, section 1.52.2, revised 1967, and approved by the California State Department of Education and the U.S. Office of Education. Other duties and responsibilities may be determined by the College administration in order to strengthen or improve the program according to local needs.

a. To assist the College staff in the promotion and development of an adequate program of technical and industrial training opportunities for the people of the community.

b. To cooperate with local and area agencies or groups who are interested or concerned with the development of training opportunities in technical and industrial occupations. These groups or agencies include high schools, industrial plants, employment departments, independent shop owners, federal, state, and city departments, labor groups, and lay groups.

c. To make full use of representative advisory committees in special areas where assistance is needed toward maintaining and developing a sound curriculum of technical and industrial education.

d. To seek and make full use of research and studies in the areas of technical and industrial education with a view towards proper integration in the total educational program.

e. To keep records and submit reports to the Administration of the College and to the Bureau of Industrial Education, California State Department of Education, in the specific areas of:

   (1) Number of classes
   (2) Kinds of classes
   (3) Enrollments
   (4) Salaries paid
   (5) Equipment purchased
   (6) Number and kinds of meetings attended
   (7) Significant accomplishments
   (8) Total cost of the program being reimbursed

f. To submit records and reports on all advisory committee meetings.

g. To submit, in cooperation with the Placement Office, all names and job placements which are a result of training in the technical and industrial program.

JUNIOR COLLEGE "B" (continued)

h. To provide training facilities and coordination with any apprenticeship committee approved by the College in cooperation with the State Apprenticeship Council.

i. To assist faculty members approved for the department in meeting certification requirements of the Vocational Division of the University of California, in cooperation with the State Department of Education.

j. To submit to the Bureau of Industrial Education all new courses and course outlines, or revisions and modifications of existing courses and outlines, which have been approved by the College Curriculum Committee and approved by the Administration.

Responsibilities of the Coordinator of Vocational Education

The Coordinator of Vocational Education is directly responsible to the Dean of Instruction for the execution of those duties assigned by her.

Curriculum duties and functions

(1) Assist in curricula planning, coordination, supervision, and evaluation in the following technical and occupational areas:

Automotive Technology	Graphic Arts
Business	Nursery School
Cosmetology	Nursing
Electronics	Police Science

(2) Assist the Dean of Extended Day, as needed, in curriculum planning, coordinating, supervising and evaluation of occupational and technical programs.

(3) Assist in the development and expansion of occupational-technical programs currently under study:

Chemistry Laboratory Technician	Mobile Housing Program
Dental Technician Program	Library Technician Program
Industrial Management	Nursery School
Hotel and Restaurant Management	Recreational Leadership

(4) Be cognizant of new occupational-technical programs applicable to college and direct these programs to appropriate divisions for study.

Federal Project Assignments

(1) Prepare all occupational-technical, V.E.A., N.D.E.A.-Title VIII, Smith Hughes, George Barden, projects and any other federal occupational projects and keep a complete file of materials as well as advising appropriate personnel of the action on various projects. Do the preparation and follow-up reports on projects.

(2) Work with division chairmen on anticipated requests for probable budget items. Help relate and follow up these requests with the Dean of Instruction, Administrative Dean and Business Office.

(3) Work with State Board of Education staff in preparing financial, statistical, and descriptive reports and attend meetings and conferences called by the State Board of Education staff as they are applicable to the college.

(4) Help develop the curriculum and coordinate and supervise all new federal programs related to occupational-technical education.

General community functions

(1) Consult with local advisory committees along with designated division chairman and faculty in the study, development, and evaluation of areas of occupational-technical education.

(2) Publicize and represent the college in occupational-technical areas.

(3) Consult with the State Department of Employment in determining present and future manpower shortages.

College assignments

(1) Prepare yearly reports on occupational-technical areas under his supervision and assist the Dean of Instruction with periodic reports to the faculty on instruction in the occupational-technical areas.

(2) Read, review, and disseminate to the occupational-technical faculty research materials in their fields.

(3) Participate in curricula meetings with secondary schools and the county office to correlate the occupational course offerings within the college curriculum.

(4) Assist with follow-up studies of vocational-technical students.

(5) Help with the coordination of placement of students from the occupational-technical areas.

(6) Serve as a member of the interviewing team for new occupational-technical faculty members.

(7) Serve on the curriculum, screening, library committee, and other committees as assigned.

(8) Assist in filling out approved research studies and questionnaires in occupational-technical curricula which are directed to the college.

(9) Keep the Dean of Instruction informed on matters coming under the Coordinator's supervision.

(10) Complete any additional duties as assigned by the President of the College.

(11) Maintain office hours.

Duties and Responsibilities of the Dean of Technical Arts

1. Assist the Dean of Instruction as needed and exercise administrative responsibility for the divisions within the Technical Arts.
2. Assume leadership responsibility for the development of curricula in the Technical Arts.
3. Develop and utilize lay advisory committees in relation to the technical and vocational fields.
4. Recommend appropriate facilities, equipment, and staffing for the technical arts.
5. Serve on the Curriculum Committee.
6. Exercise immediate supervision over the Division Chairmen in the Technical Arts.
7. Work with teachers in improvement of teaching and evaluate classroom performance.
8. Keep aware of community employment trends as they relate to technical-vocational education and recommend curricula revision as desirable.
9. Prepare proposed schedule of classes for the Technical Arts Division and recommend the assignment of teachers.
10. Prepare copy for the appropriate sections of the College catalog.
11. Supervise the preparation of required reports for vocational education programs.
12. Assume full administrative responsibility for all aspects of the College during the evening hours as assigned.
13. Assist with the organization of the Summer Session.
14. Assist in counseling and registering evening and summer students.
15. Maintain a listing and arrange for substitute instructors.